



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2009  
Code: 11981479  
SAU: MSAD 04  
School: Guilford Primary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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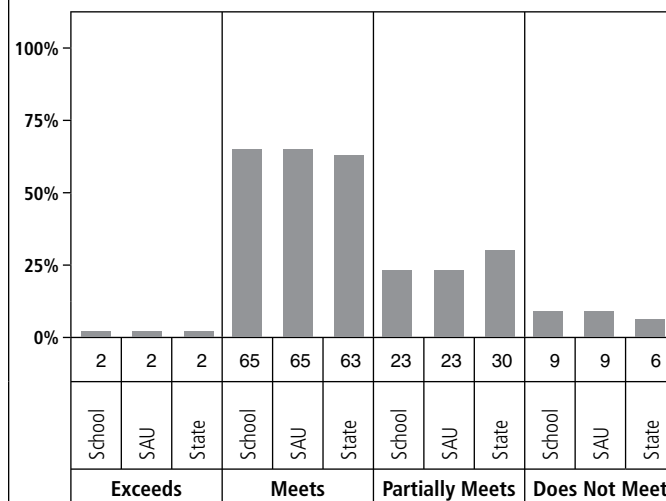
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 3  
SAU: MSAD 04  
School: Guilford Primary School

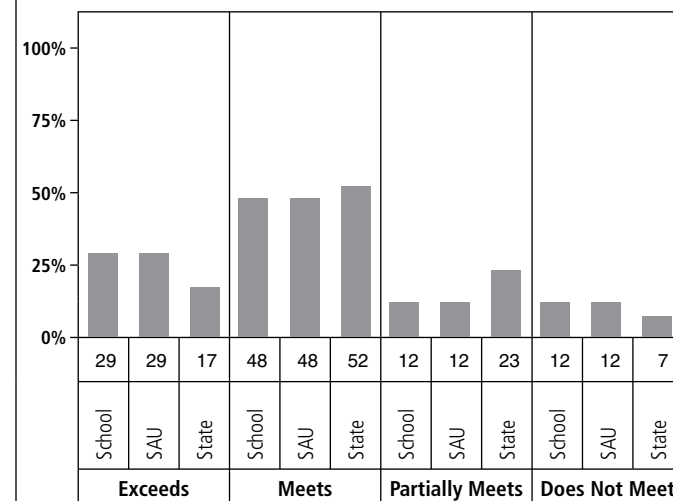
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	341	341	345
2007–2008	346	345	344
<b>2008–2009</b>	<b>345</b>	<b>345</b>	<b>345</b>
Cum. Avg.*	344	343	345
<b>Mathematics</b>			
2006–2007	343	343	347
2007–2008	349	349	347
<b>2008–2009</b>	<b>350</b>	<b>350</b>	<b>348</b>
Cum. Avg.*	347	347	347

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 3  
SAU: MSAD 04  
School: Guilford Primary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	43	100	43	100	13763	100	43	100	43	100	13691	100	42	100	42	100	13691	100						
<b>Ethnicity</b> African American/Black	1	2	1	2	416	3	1	100	1	100	412	99	1	100	1	100	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	0	0	232	2	0	0	0	0	226	97	0	0	0	0	227	98						
Hispanic	0	0	0	0	167	1	0	0	0	0	164	98	0	0	0	0	164	98						
Caucasian/White	42	98	42	98	12846	93	42	100	42	100	12788	100	41	100	41	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	8	19	8	19	2414	18	8	100	8	100	2388	100	7	100	7	100	2388	100						
<b>Current LEP</b>	0	0	0	0	420	3	0	0	0	0	413	98	0	0	0	0	417	99						
<b>Economically disadvantaged</b>	25	58	25	58	5887	43	25	100	25	100	5847	100	24	100	24	100	5846	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	26	60	26	60	10316	75	26	60	26	60	10355	75						
Identified disability (PET/IEP)	0	0	0	0	437	4	0	0	0	0	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
<b>Participation with accommodations</b>	17	40	17	40	3179	23	16	37	16	37	3152	23						
Identified disability (PET/IEP)	8	47	8	47	1757	55	7	44	7	44	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	9	53	9	53	1192	37	9	56	9	56	1157	37						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	194	1	0	0	0	0	184	1						
Identified disability (PET/IEP)	0	0	0	0	194	100	0	0	0	0	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	1	2	1	2	21	0						
<b>Non-participation – other</b>	0	0	0	0	53	0	0	0	0	0	51	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 3  
SAU: MSAD 04  
School: Guilford Primary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	0	0	0	0	332	2
	2007-2008	1	2	1	2	227	2
	<b>2008-2009</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>262</b>	<b>2</b>
	Cum. Total*	2	1	2	1	821	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	37	61	37	61	8691	63
	2007-2008	28	62	26	60	8403	62
	<b>2008-2009</b>	<b>28</b>	<b>65</b>	<b>28</b>	<b>65</b>	<b>8500</b>	<b>63</b>
	Cum. Total*	93	62	91	62	25594	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	12	20	12	20	3781	27
	2007-2008	14	31	14	33	4018	30
	<b>2008-2009</b>	<b>10</b>	<b>23</b>	<b>10</b>	<b>23</b>	<b>3985</b>	<b>30</b>
	Cum. Total*	36	24	36	24	11784	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	12	20	12	20	1021	7
	2007-2008	2	4	2	5	938	7
	<b>2008-2009</b>	<b>4</b>	<b>9</b>	<b>4</b>	<b>9</b>	<b>748</b>	<b>6</b>
	Cum. Total*	18	12	18	12	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	28.5	62.0	28.5	62.0	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	19.9	62.2	19.9	62.2	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	8.7	62.1	8.7	62.1	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 3  
 SAU: MSAD 04  
 School: Guilford Primary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	43	1	2	28	65	10	23	4	9	345	43	2	65	23	9	345	13495	2	63	30	6	345
<b>Ethnicity</b>																						
African American/Black	1										1						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	0										0						222	4	63	25	8	345
Hispanic	0										0						162	0	51	38	10	342
Caucasian/White	42	1	2	27	64	10	24	4	10	345	42	2	64	24	10	345	12610	2	64	29	5	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	0	0	4	50	4	50	330	8	0	0	50	50	330	2194	0	32	50	18	338
No	35	1	3	28	80	6	17	0	0	348	35	3	80	17	0	348	11301	2	69	26	3	346
<b>Current LEP</b>																						
Yes	0										0						406	0	39	41	20	339
No	43	1	2	28	65	10	23	4	9	345	43	2	65	23	9	345	13089	2	64	29	5	345
<b>Economically disadvantaged</b>																						
Yes	25	0	0	14	56	8	32	3	12	343	25	0	56	32	12	343	5721	1	52	39	9	342
No	18	1	6	14	78	2	11	1	6	347	18	6	78	11	6	347	7774	3	71	23	3	346
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	43	1	2	28	65	10	23	4	9	345	43	2	65	23	9	345	13489	2	63	30	6	345
<b>Gender</b>																						
Female	23	1	4	16	70	4	17	2	9	346	23	4	70	17	9	346	6568	3	67	26	4	346
Male	20	0	0	12	60	6	30	2	10	343	20	0	60	30	10	343	6927	1	59	33	7	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	5	0	0	1	20	4	80	0	0	339	5	0	20	80	0	339	2300	0	39	49	11	340
No	38	1	3	27	71	6	16	4	11	346	38	3	71	16	11	346	11195	2	68	25	4	345
<b>Gifted/talented program</b>																						
Yes	0										0						155	11	87	2	0	354
No	43	1	2	28	65	10	23	4	9	345	43	2	65	23	9	345	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 3  
SAU: MSAD 04  
School: Guilford Primary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	3 90 8 0	0 1 0 0	0 3 0 0	0 25 2 0	0 69 67 0	0 8 1 0	0 22 33 0	1 2 0 0	100 6 0 0	320 346 347 347	3 90 8 0	0 3 0 0	0 69 67 33	0 22 33 0	100 6 0 347	320 346 347 347	5 80 13 3	1 2 2 1	44 66 61 36	39 28 32 45	16 4 6 18	340 345 344 339
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	67 31 0 2	1 0 0 0	4 0 0 0	21 7 0 0	75 54 0 0	5 5 0 0	18 38 0 0	1 1 1 1	4 8 100 326	347 343 326 326	67 31 0 2	4 0 0 0	75 54 0 0	18 38 0 0	4 8 100 326	347 343 326 326	47 41 9 2	3 1 0 0	68 62 51 30	24 31 41 51	4 5 8 19	346 344 342 338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	33 50 17 0	0 1 0 0	0 5 0 0	11 13 4 0	79 62 57 0	2 6 2 0	14 29 29 0	1 1 1 0	7 5 14 0	345 347 342 342	33 50 17 0	0 5 0 0	79 62 57 0	14 29 29 14	7 5 14 0	345 347 342 342	31 49 14 6	3 2 1 0	63 68 53 43	28 26 39 43	6 3 7 14	345 345 342 340
<b>How hard was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	10 48 43	1 0 0	25 0 0	3 13 12	75 65 67	0 7 3	0 35 17	0 0 3	0 0 17	351 346 343	10 48 43	25 0 0	75 65 67	0 35 17	0 0 17	351 346 343	18 57 25	1 2 1	50 68 61	38 26 31	11 3 6	342 346 344
<b>How hard were the reading passages on this test?</b> A. Most of the passages were harder than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	17 29 54	0 0 1	0 0 5	3 8 16	43 67 73	2 4 4	29 33 18	2 0 1	29 0 5	337 346 348	17 29 54	0 0 5	43 67 73	29 33 18	29 0 5	337 346 348	15 48 37	0 2 3	38 66 70	48 29 23	14 4 4	340 345 347
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	10 24 59 7	0 0 1 0	0 0 4 0	4 9 14 0	100 90 58 0	0 1 7 2	0 10 29 67	0 0 2 1	0 0 8 33	354 350 344 329	10 24 59 7	0 0 4 0	100 90 58 0	0 10 29 67	0 0 8 33	354 350 344 329	22 46 18 14	3 2 1 0	67 68 56 50	25 26 36 40	4 4 8 10	346 346 343 341
<b>How many pages do you read in school and to complete homework assignments?</b> A. five or fewer pages B. six to ten pages C. eleven or more pages	28 30 43	0 1 0	0 8 0	5 10 11	45 83 65	4 1 5	36 8 29	2 0 1	18 0 6	340 350 346	28 30 43	0 8 0	45 83 65	36 8 29	18 0 6	340 350 346	29 21 50	1 2 3	56 62 68	36 31 25	7 5 5	343 344 346
<b>Optional school/SAU question</b> A. B. C. D.	0 0 0 0										0 0 0 0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 3  
SAU: MSAD 04  
School: Guilford Primary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	6	10	6	10	1985	14
	2007-2008	7	16	6	14	2277	17
	<b>2008-2009</b>	<b>12</b>	<b>29</b>	<b>12</b>	<b>29</b>	<b>2328</b>	<b>17</b>
	Cum. Total*	25	17	24	16	6590	16
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	25	41	25	41	6990	51
	2007-2008	26	58	25	58	6764	50
	<b>2008-2009</b>	<b>20</b>	<b>48</b>	<b>20</b>	<b>48</b>	<b>7045</b>	<b>52</b>
	Cum. Total*	71	48	70	48	20799	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	21	34	21	34	3673	27
	2007-2008	8	18	8	19	3504	26
	<b>2008-2009</b>	<b>5</b>	<b>12</b>	<b>5</b>	<b>12</b>	<b>3137</b>	<b>23</b>
	Cum. Total*	34	23	34	23	10314	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	9	15	9	15	1193	9
	2007-2008	4	9	4	9	1044	8
	<b>2008-2009</b>	<b>5</b>	<b>12</b>	<b>5</b>	<b>12</b>	<b>997</b>	<b>7</b>
	Cum. Total*	18	12	18	12	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	33.2	69.2	33.2	69.2	31.5	65.6
<b>A. Number</b>	<b>20</b>	<b>42</b>	13.7	68.5	13.7	68.5	12.8	64.0
<b>B. Data</b>	<b>8</b>	<b>17</b>	6.2	77.5	6.2	77.5	6.1	76.3
<b>C. Geometry</b>	<b>8</b>	<b>17</b>	5.8	72.5	5.8	72.5	5.5	68.8
<b>D. Algebra</b>	<b>12</b>	<b>25</b>	7.5	62.5	7.5	62.5	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009  
Grade: 3  
SAU: MSAD 04  
School: Guilford Primary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	42	12	29	20	48	5	12	5	12	350	42	29	48	12	12	350	13507	17	52	23	7	348
<b>Ethnicity</b>																						
African American/Black	1										1						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	0										0						223	25	45	24	7	350
Hispanic	0										0						162	6	44	35	15	341
Caucasian/White	41	12	29	19	46	5	12	5	12	350	41	29	46	12	12	350	12616	18	53	23	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	3	43	0	0	4	57	325	7	0	43	0	57	325	2204	6	36	36	22	338
No	35	12	34	17	49	5	14	1	3	355	35	34	49	14	3	355	11303	19	55	21	4	350
<b>Current LEP</b>																						
Yes	0										0						412	7	37	35	21	339
No	42	12	29	20	48	5	12	5	12	350	42	29	48	12	12	350	13095	18	53	23	7	348
<b>Economically disadvantaged</b>																						
Yes	24	4	17	12	50	4	17	4	17	347	24	17	50	17	17	347	5727	10	48	31	12	343
No	18	8	44	8	44	1	6	1	6	355	18	44	44	6	6	355	7780	23	55	18	4	351
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	42	12	29	20	48	5	12	5	12	350	42	29	48	12	12	350	13501	17	52	23	7	348
<b>Gender</b>																						
Female	23	6	26	9	39	4	17	4	17	348	23	26	39	17	17	348	6568	16	52	24	8	348
Male	19	6	32	11	58	1	5	1	5	354	19	32	58	5	5	354	6939	18	53	22	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	5	0	0	3	60	1	20	1	20	342	5	0	60	20	20	342	2300	4	43	39	14	340
No	37	12	32	17	46	4	11	4	11	352	37	32	46	11	11	352	11207	20	54	20	6	350
<b>Gifted/talented program</b>																						
Yes	0										0						155	73	26	1	0	368
No	42	12	29	20	48	5	12	5	12	350	42	29	48	12	12	350	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 3  
SAU: MSAD 04  
School: Guilford Primary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	3	0	0	0	0	0	0	1	100	300	3	0	0	0	100	300	5	9	38	32	21	340
B. less than one hour	90	10	28	17	47	5	14	4	11	351	90	28	47	14	11	351	80	19	54	22	5	349
C. one to two hours	8	1	33	2	67	0	0	0	0	355	8	33	67	0	0	355	13	16	51	24	9	347
D. more than two hours	0										0						3	6	31	39	24	337
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	36	6	40	8	53	0	0	1	7	357	36	40	53	0	7	357	40	25	51	17	7	351
B. good	52	5	23	10	45	4	18	3	14	347	52	23	45	18	14	347	45	14	56	24	6	348
C. fair	10	1	25	2	50	1	25	0	0	353	10	25	50	25	0	353	12	7	49	34	10	343
D. poor	2	0	0	0	0	0	0	1	100	316	2	0	0	0	100	316	3	3	35	43	20	337
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	55	7	30	13	57	2	9	1	4	357	55	30	57	9	4	357	38	23	52	19	5	351
B. They match some of what I have learned.	31	4	31	5	38	2	15	2	15	345	31	31	38	15	15	345	45	16	56	22	6	348
C. They match just a little of what I have learned.	12	1	20	2	40	1	20	1	20	344	12	20	40	20	20	344	12	10	45	33	12	343
D. There is no match.	2	0	0	0	0	0	0	1	100	300	2	0	0	0	100	300	5	5	35	38	22	338
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	15	0	0	2	33	0	0	4	67	327	15	0	33	0	67	327	17	8	45	34	13	342
B. about the same as my regular schoolwork	51	6	30	10	50	4	20	0	0	354	51	30	50	20	0	354	59	19	55	21	5	350
C. easier than my regular schoolwork	33	5	38	6	46	1	8	1	8	353	33	38	46	8	8	353	24	20	51	21	8	349
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	19	0	0	5	71	1	14	1	14	342	19	0	71	14	14	342	15	8	41	35	15	341
B. 30–45 minutes	38	5	36	6	43	2	14	1	7	353	38	36	43	14	7	353	29	16	54	23	6	348
C. 45–60 minutes	41	7	47	5	33	1	7	2	13	354	41	47	33	7	13	354	32	21	55	19	5	350
D. more than 60 minutes	3	0	0	0	0	0	0	1	100	316	3	0	0	0	100	316	25	21	53	20	6	350
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	7	0	0	1	33	1	33	1	33	329	7	0	33	33	33	329	6	6	33	39	23	337
B. two or three days a week	7	0	0	1	33	0	0	2	67	331	7	0	33	0	67	331	12	15	55	22	8	348
C. two or three times each month	14	2	33	4	67	0	0	0	0	358	14	33	67	0	0	358	26	20	56	19	5	350
D. never or almost never	71	10	33	14	47	4	13	2	7	353	71	33	47	13	7	353	56	18	52	23	7	348
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	43	2	12	10	59	4	24	1	6	349	43	12	59	24	6	349	37	14	51	27	9	346
B. two or three days a week	25	2	20	5	50	1	10	2	20	347	25	20	50	10	20	347	27	20	55	19	6	350
C. two or three times each month	18	4	57	3	43	0	0	0	0	359	18	57	43	0	0	359	19	22	53	19	6	350
D. never or almost never	15	3	50	1	17	0	0	2	33	348	15	50	17	0	33	348	18	15	51	26	8	347
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											